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REPORT OF A PRELIMINARY SURVEY ON DOCTORAL PREPARATION IN ENGLISH EDUCATION.

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CONCERN OVER UNFILLED DOCTORAL POSITIONS IN TEACHER EDUCATION AND SUPERVISION IN ENGLISH PROMPTED THE CONFERENCE ON ENGLISH EDUCATION TO SPONSOR A SURVEY OF 97 RECIPIENTS OF THE DOCTORATE IN "ENGLISH EDUCATION." EACH WAS ASKED (1) TO INDICATE DUTIES AND THE TYPE, SPECIALIZATION, AND INSTITUTION OF HIS DOCTORATE, (2) TO EVALUATE THE RELEVANCE OF HIS PREPARATION TO HIS POSITION, SUGGESTING DESIRABLE MODIFICATIONS, AND (3) TO RECOMMEND AN "IDEAL" DOCTORAL PROGRAM FOR THE POSITION. THE DOCTORATES OF THE 57 RESPONDENTS--10 PH.D.'S IN ENGLISH, 23 IN EDUCATION, AND 24 ED.D.'S--WERE AWARDED BY 40 INSTITUTIONS. OF 50 WHO RATED PERSONAL PREPARATION, 26 WERE GENERALLY COMPLIMENTARY, 24 DISSATISFIED. REASONABLE AGREEMENT WAS REACHED IN URGING DOCTORAL PROGRAM CHANGES--(1) MORE RELIANCE UPON INDEPENDENT STUDY, (2) CLOSER COORDINATION BETWEEN ENGLISH AND EDUCATION DEPARTMENTS, (3) PREREQUISITE REQUIREMENTS OF THE M.A. IN ENGLISH OR EDUCATION AND SUCCESSFUL TEACHING EXPERIENCE, AND (4) IN-TRAINING EXPERIENCE IN STUDENT-TEACHER SUPERVISION AND ENGLISH-EDUCATION INSTRUCTION. (RD)

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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REPORT OF A PRELIMINARY SURVEY ON DOCTORAL PREPARATION IN ENGLISH EDUCATION

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Unfilled positions in teacher education in English and in supervision in English calling for doctoral training have been legion across the country in the past several years. Taking note of the situation at its spring meeting, 1966, the Executive Committee of the Conference on English Education authorized its outgoing chairman, the author of this report, to confer with the chief officers of other interested organizations in order to determine what action might be taken on the problem. Consultation then was carried on among the author; James R. Squire, Executive Secretary of the National Council of Teachers of English; Henry W. Sams, Chairman of the Association of Departments of English; and John Hurt Fisher, Executive Secretary of the Modern Language Association. As a result, the following letter was sent to 97 persons in June of 1966.

Dear Colleague:

There is great concern at present, as you know, about the shortage of qualified people at the doctoral level for positions in English education. A few institutions now have doctoral programs in English education, but many more will need to institute such programs if the demand for doctoral level specialists is to be met. A study designed to lead to guidelines for doctoral programs in English education is planned tentatively by the Conference on English Education, a subsidiary of the National Council of Teachers of English; the Modern Language Association of America; and the Association of Departments of English.

This letter is a preliminary step in the study. We need to know, first, the specific nature of the duties and activities of people who are, or formerly were, in positions which could be classified as "English education" and who hold doctoral degrees.

This letter is addressed to you, therefore, because you are, or formerly were, engaged in one or more of the following professional activities: directing or supervising student teaching in English; teaching methods courses in English or in language arts, other related courses such as children's literature or literature for adolescents, or graduate courses in English curriculum or the teaching of English; conducting or directing research related to the teaching of English in elementary or secondary schools; acting as supervisor or consultant in English at the city, county, or state level; acting as a high school department head with responsibility for supervision or in-service education.

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We hope you will be willing to supply the following information about your position or former position and your doctoral training.

1. The specific nature of the duties you perform.

2. The nature of your doctoral degree--Ph.D. or Ed.D.? Major or field of concentration at the doctoral level--English education, general curriculum, elementary education, reading, linguistics, American literature, eighteenth century British literature, Chaucer, etc. What institution granted the degree?

3. An evaluation of your doctoral program as it relates to your position or former position. How well did your doctoral work prepare you for the position? What modifications would you want if you were to do it all over? What recommendations do you have for the "ideal" doctoral program which would prepare for the position you hold?

The past few years, of course, represent a time of almost astonishing change in the teaching of English and in the entire context in which English is taught: population shift, concern for the disadvantaged, automation and programming, new modes of student-teacher contact, re-training of teachers, and others. We will be most interested in knowing to what extent your doctoral program prepared you for your work in connection with these changes and problems as well as your views on how doctoral programs might relate to such matters as these in the future.

We shall appreciate your help greatly. We hope to hear from you soon.

Sincerely,

/S/ Dwight L. Burton

Dwight L. Burton
Florida State University

/S/ Henry Sams

Henry Sams
Pennsylvania State University

Fifty-seven replies were received. A summary of the information from them follows.

Academic Appointments and Degrees

Eleven of the fifty-seven people replying held rank in departments of English. (Two of the eleven were in the Department of Languages and Literature, Teachers College, Columbia University.) Six of the eleven held the Ph.D. in

English; four, the Ph.D. in education; and one, the Ed.D. Interestingly, the one Ed.D. is the director of the freshman rhetoric program in a major university.

Twelve of the fifty-seven people replying held joint appointments in English and education. Of these, two had taken the Ph.D. in English; six, the Ph.D. in education; and four, the Ed.D., one of these in elementary education.

Twenty-one of those reporting held academic appointments in education. Some specified that their appointments were in "English education." Among those who so specified, a few were in officially recognized departments of English education, but the majority were unofficially recognized as specialists in English education in their institutions. Of the twenty-one, none held the Ph.D. in English; ten had Ph.D.'s in education; eleven had Ed.D.'s.

Whether holding appointments in English, in education, or joint appointments, a number of those with Ph.D.'s in education specified that their degrees were in English education. As in the case of the appointments, a few of these were degrees from institutions which have formally organized programs in English education. Most were degrees with a major in education and a minor in English. The great majority of the Ph.D.'s in education had taken a substantial amount of course work in English, whether the degree was officially in English education or not. A few of the Ed.D. programs also involved a considerable amount of course work in English, but in general, those with Ed.D.'s had much less course work in English than those with Ph.D.'s.

Five of the people replying were professors of elementary education, specializing in English language arts in the elementary school. One held the Ph.D. in elementary education; the other four held the Ed.D. None reported doctoral course work in English, though all had substantial work in reading, children's literature, and language development.

Five of the respondents were supervisors, including one English department head in a large city high school who spends most of his time in supervision and administration. One held the Ph.D. in English; one, the Ph.D. in education (specified as English education); three, the Ed.D. All had taken doctoral course work in English, though the amount varied from one to the other.

Three of the group replying were associated with English programs of the United States Office of Education. Two formerly had been in university positions, and one had been the English supervisor in a large city. One held the Ph.D. in English; one, the Ph.D. in education; and one, the Ed.D. The two holding degrees in education both had taken doctoral course work in English.

Duties and Activities of the Categories of Specialists Replying

The duties and activities of the holders of academic appointments in English and of joint appointments were virtually identical, with the exception of two professors of English, directors of curriculum study centers who have little or no connection with the teacher education program in their institutions.

Major duties and activities reported by people in these catagories are:

Teaching of undergraduate and graduate courses in methods of teaching English, English curriculum, literature for adolescents, teaching of reading, language development, research in the teaching of English

Teaching of courses in linguistics, literature, or composition in the department of English

Advising of undergraduate and graduate students

Supervising student teaching in English

Doing consultative work in the public schools

Directing or teaching in summer institutes or other special programs for teachers of English

Carrying on research and curriculum development projects

Those holding academic appointments in education, whether recognized formally or informally as specialists in English education, reported duties and

activities very similar to those listed above except that they seldom taught courses in English and often taught general courses in education such as secondary school curriculum or educational psychology.

The specialists in elementary school English reported the following principal duties and activities:

Teaching of undergraduate and graduate courses in the teaching of reading, children's literature, and language development of children.

Advising of undergraduate and graduate students

Supervising student teaching of elementary education majors

Doing consultative work in the public schools

Directing or teaching in summer institutes in English or reading for elementary teachers

Carrying on research and curriculum development projects

The supervisors listed a myriad of duties and activities, but the following were most common:

Visiting of teachers in order to make suggestions for improvement in instruction

Consulting with individual teachers, school English departments, principals, etc.

Arranging and directing in-service programs

Evaluating and selecting textbooks and other materials

Directing and coordinating programs financed through federal funds

Supervising committees on English curriculum and on preparation of materials

Recruiting and selecting of teachers and department heads

Conducting and supervising experimental, pilot programs

Orienting new teachers

Providing liaison with colleges and universities in placing student teachers and in other matters

The duties of the English specialists in the U. S. Office of Education are largely administrative, of course, and highly specific to their particular positions.

General Evaluations of Doctoral Programs by Respondents

The letter of inquiry asked each individual to comment on the value of his doctoral program as preparation for the job he now has. The supervisors, elementary English specialists, and English specialists in the U. S. Office of Education tended to rate their programs more favorably, in general, than the people involved with the preparation of secondary school English teachers, although one supervisor pointed out that no doctoral program could prepare for the job of supervision! One can agree when he notes the multifarious duties listed by the supervisors. People in all categories, except some recent graduates, cited lack of preparation in linguistics, rhetoric, and research technique. A number of those with the Ed.D. degree felt that they had had inadequate work in English. Of the fifty people who rated their doctoral programs, twenty-six have generally favorable ratings and twenty-four gave negative ratings.

Institutions Reporting Doctoral Programs in English Education

The survey on which this report is based was a survey of individuals, of course, not of institutions, but most of the people involved held appointments in colleges and universities. Forty institutions, all of them state colleges and state universities or larger private universities, were represented in the replies to the letter of inquiry. Four institutions reported formally organized departments of English education: Florida State University, University of Georgia, New York University, and the State University of New York at Albany. All four institutions grant doctoral degrees, although the department at Albany has been in existence for only a year. The Florida State University offers only Ph.D. while the other three either offer only the Ed.D. or offer both

degrees. The Department of Languages and Literature at Teachers College, Columbia University, has a doctoral program as does the Department of Secondary English, Speech, and Foreign Languages in the College of Education at Wayne State University. Syracuse University, which offers a doctoral degree in which students may combine work in English and education, has a Reading and Language Arts Center, apparently comparable to a department.

Several universities, though they do not have departments of English education or comparable departments, report formally organized doctoral programs to train specialists in English education. These institutions include the University of Wisconsin, Ball State University, Ohio State University, University of Michigan, and the University of Kansas. Purdue University has two degrees: a Ph.D. in English Education offered by the Department of Education and a Ph.D. in English Teaching offered by the Department of English. Several universities, such as the University of Minnesota and the University of Iowa, train specialists in English education through the umbrella Ph.D. in education and do not have formally titled doctorates in English education.

Recommendations on Doctoral Programs in English Education

The fifty-seven people who answered the letter of inquiry offered a great many, sometimes conflicting, recommendations on the nature of an effective doctoral program in English education. There seemed to be reasonable agreement on the following points:

1. Doctoral programs should provide:

    a. Substantial training in educational psychology, including human development, learning theory, language learning, testing, computer science.

    b. Training in research technique, including research design, statistics, analysis of research.

    c. Work in the teaching of reading and literature for children and adolescents.

    d. Acquaintance with new media of learning, especially electronic.

    e. Substantial work in rhetoric and composition, including oral composition.

f. Broad training in linguistics, including grammars, history of the English Language, dialectology, and lexicography.

g. Broad, balanced work in literature, including world literature and analysis of literary genres.

2. Doctoral programs should place less reliance on formal course work and more on independent study.

3. The M.A. in English or English education, or the equivalent, and successful teaching experience should be prerequisites for entrance into a doctoral program in English education.

4. There should be close coordination between the departments of English and of education in appointing of supervisory committees, constructing and conducting examinations, supervising dissertations, etc.

5. Students should have experience in such things as supervising student teachers and teaching courses in the teaching of English during their doctoral work.

6. Doctoral students should be urged, or required, to affiliate with scholarly organizations such as the CEE, the NCTE, and the MLA.